

Special Education Advisory Panel (SEAP)

All-Panel Meeting

Thursday, April 19, 2012, 8:00 am – 4:30 pm

Len B. Jordan Building, Idaho State Department of Education
Barbara Morgan Conference Room, Second Floor
650 West State Street, Boise, ID 83702

Location	Len B. Jordan Building, Idaho SDE, Barbara Morgan Conference Room, Second Floor 650 West State Street, Boise, ID 83702		
SEAP Executive Committee	Judy Randleman, SEAP Chairperson Amanda Holloway, SEAP Vice-Chairperson Tom Falash, SEAP Secretary	Recorder	Jan Gaylord

Voting Members – (present at meeting X, conference call C, absent at meeting left blank)							
X	Dr. Keith Allred	X	Donna Farmer	X	Casey Moyer	X	Miren Unsworth
	Dalene Banks	X	Robin Greenfield	X	Judy Randleman	X	Therese Varela
X	Alicia Caiola	X	Margaret Gross		Jodi Schilling		
X	Beth Eloee-Reep		Nanna Hanchett		Karen Seay		
X	Thomas Falash		Amanda Holloway		Kevin Swearingen		
Non-Voting Members – (present at meeting X, conference call C, absent at meeting left blank)							
X	Rich Henderson	SDE Special Education Director			Matt Hyde	SDE Parent Involvement Coordinator	
X	Jan Gaylord	SDE Administrative Assistant					
Presenters – (present at meeting X, conference call C, absent at meeting left blank)							
X	Rich Henderson	SDE Special Education Director					
X	Dr. Richard O'Dell	SDE Quality Assurance and Reporting Coordinator					
X	Dr. Keith Allred	BSU Associate Professor & Chair, Department of Special Educaiton & ECS					
X	Wendy St. Michell	SDE Director – Assessment, 21st Century Classroom					
X	Alison Lowenthal	SDE SPED Secondary Transition Coordinator					
Guests (agency-related) – (present at meeting X, conference call C, absent at meeting left blank)							
X	Angela Lindig	Idaho Parents Unlimited (IPUL)					
X	Brian Darcy	Idaho Bureau of Educational Services for the Deaf and the Blind (IESDB)					

Agenda Items

Welcome	Judy Randleman, SEAP Chairperson
<ul style="list-style-type: none"> Judy welcomed everyone. SEAP members and guests introduced themselves and their positions/representations. 	
SDE Welcome & Overview	Rich Henderson, SDE Special Education Director
<p>Handout: Annual State Application under Part B (Form 9055)</p> <p>Handout: Fiscal Year 2011 IDEA Part B Allocation-IDAHO - Proposed Uses of Funds</p> <ul style="list-style-type: none"> Rich reviewed the meeting agenda topics. A function of SEAP is to be aware of federal funds allotted to services and the budget submission. Rich pointed out the Annual State Application under Part B (Form 9055), and he covered the Proposed Uses of Funds sheet. If questions, email Rich Henderson (rhenderson@sde.idaho.gov) or Lester Wyer (ldwyer@sde.idaho.gov). <p>Questions/Comments</p> <ul style="list-style-type: none"> Judy – Referred to the alternative programming for child with disabilities in charter schools. Rich said they are funded like other LEAs. Judy will discuss her concern with Lester Wyer on the wording. Rich – Concerned on sequestration, such as 10% cut in federal funds. Schools will need to look at the cuts. Keith – Regarding 619 funds, asked for estimate of what we receive. Rich will ask Lester Wyer. Keith – Pointed out LEAs can set aside money which may affect teacher jobs. Rich said we are robust with our SWD toolkit. 	
Final Determination of OSEP Visit	Rich Henderson, SDE Special Education Director
<p>Handout: OSEP memo dated March 9, 2012</p> <p>Critical Element 1: Identification of Noncompliance</p> <ul style="list-style-type: none"> OSEP Conclusion: The State does not have a general supervision system to identify noncompliance in a timely manner. Districts will be allowed 1 year to self-correct using our system. Corrections need to be systematic and individual. We will shift how we monitor; year 1 cannot be a self-assessment year. Looking at a 5-year system. Regarding 60-day timeline, districts load data into ISEE, and ISEE needs to report on the data so we can understand it. Regarding data errors and issuing notice of non-compliance, we need to first correct our processes and address data issues. Supt. Luna has decided to hire 18 new positions to deal with IT issues. <p>Critical Element 2: Correction of noncompliance</p> <ul style="list-style-type: none"> OSEP Conclusion: The State does not have a general supervision system to correct noncompliance in a timely manner. OSEP uses 2-prong approach. Prong 1 is systematic by verifying data is correct. Prong 2 is fixing data if data issue. Idaho needs to improve on systematic data corrections. We are developing steps to verify system data using 3 sample districts 	

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of different sizes. It is in draft form, and OSEP needs to approve. There is a change in practice to meet the 90-day timeline from discovery to notice. Also need to increase time spent on Child Count Verification.	
<i>Critical Element 3: Dispute Resolution</i>	
<ul style="list-style-type: none"> Melanie Reese has a system in place of tracking days for convening resolution sessions after a due process complaint is received. However, the State needs to have a procedure to issue findings of noncompliance and to ensure correction of noncompliance as soon as possible. 	
<i>Critical Element 4: Data Systems</i>	
<ul style="list-style-type: none"> Idaho meets the requirements of having a data system to collect and report data (ISEE). No required actions. 	
<i>Critical Element 5 : Implementation of Grant Assurances</i>	
<ul style="list-style-type: none"> We have procedures in place to implement grant application assurances. We need to develop fiscal monitoring policy and procedure. Lester is in the process of training districts. 	
<i>Other</i>	
<ul style="list-style-type: none"> When the state submits IDEA budget, we need to know the \$ that is expended on SWDs, and it needs to be in the system. That is a discussion between Deputy Superintendent of Federal Programs Nick Smith and Superintendent Tom Luna on how to proceed. OSEP has changed requirements for MOE. We are working with districts to maintain their MOE related to cuts, so they don't lose \$ the students need. We are recommending districts make one time changes, rather than personnel changes. 	
OSEP Updates	<i>Rich Henderson, SDE Special Education Director</i>
<ul style="list-style-type: none"> Idaho was the last state visited and the first state to submit data electronically to OSEP. OSEP had been compliance-driven in the past, believing compliance drove performance. Due to negative results, they are overhauling their review system. OSEP has suspended supervision and visits for one year; there will be no OSEP visits to Idaho next year. OSEP Director Melody Musgrove is focused on outcomes, and she wants us to report on student performance, rather than data. She is looking at outcomes and what is best for kids. States are at critical mass and adding additional burden for reporting is an issue. 	
Questions/Comments	
<ul style="list-style-type: none"> Keith – Asked if there will be guidance at OSEP Conference in July. Rich – Yes. Keith – Asked if changes at OSEP involve NCLB or involve operating in different silos. Rich – We are trying to see a mechanism that stands out. There won't be a reauthorization of ESEA (Elementary and Secondary Education Act). Rich – Recommended SEAP members determine the amount in their program budgets that their entity spends on SWDs. He noted that South Carolina failed with OSEP, resulting in a 20% cut in their budget. 	
SWD and the ISAT, Growth Model and Smarter Balanced <i>Wendy St. Mitchell, SDE Director – Assessment, 21st Century Classroom</i>	
PowerPoint: Smarter Balanced Assessment Consortium, Growth and Students with Disabilities	
<ul style="list-style-type: none"> Current ISAT How does the current ISAT (Idaho Standards Achievement Tests) work with SWDs, and even ELLs? We are constrained by funding and by knowledge. We have passed peer reviews, as for ISAT-ALT. We have a monitoring system in place. Future ISAT <ul style="list-style-type: none"> Smarter Balanced Assessment Consortium www.smarterbalanced.org Timeline: 2012-13 pilot testing, 2013-14 field testing, 2014-15 full implementation, 2015-16 ongoing research and evaluation. Smarter Balanced – Accessibility and Accommodations <ul style="list-style-type: none"> Focus on Access Needs Personal Needs Profiles (PNP) Being developed now to capitalize on technology. Wendy is working with a group on a draft of categories which will change and be imbedded in Assessments. Nimble Tools demo website: http://www.nimbletools.com/demo/index.htm <ul style="list-style-type: none"> Richard O'Dell demonstrated tool for Wendy. Reading assessment choice has multiple options available to help student take assessment. 	
Handout: Draft - Idaho's Accountability Measures	
<ul style="list-style-type: none"> Idaho's Accountability Measures <ol style="list-style-type: none"> 1 – Achievement (ISAT) 2 – Growth to Achievement (Idaho Growth Model) - looks at schools 3 – Growth to Achievement Subgroups (Idaho Growth Model) - looks at subgroups 4 – Postsecondary and Career Readiness (Graduation Rates) 5 – Participation (Participation Rates). 	

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- Idaho Growth Model and students with disabilities
 - 1 – We do not include ISAT-Alt students in the growth model.
 - 2 – Waiver: if subgroup is smaller than 25, it will not be included in growth measures; all subgroups will be rolled into one.
- The National Center and State Collaborative (NCSC) project is a system held by 5 centers and 19 states to build an alternate assessment base on alternate achievement standards.

Handout: How to Read Student Growth Report

- Student Growth Percentile (SGP) – norm-referenced measure of academic growth.
- Adequate Growth Percentile (AGP) – criterion-referenced measure of academic growth.

Parental Participation in Parent Surveys *Dr. Keith Allred, Associate Professor & Chair, BSU Dept. of Special Ed & ECS*

- Indicator 8 - Classic example of states being in compliance, yet not knowing anything. Parent Surveys are connected to Indicator 8.
- Parent Surveys are sound, and results are reliable and valid. But are results useful? Because of confidentiality, we don't know respondents, (e.g., where they live), which makes it difficult to generalize across the spectrum.
- SPDG grant is opportunity for state to communicate to OSEP that we are serious about meaningful results, so we want parent involvement. Need:
 - To track back to where in the state the parents are responding from (urban, city, N,S,E,W)
 - To increase response rate, collaborate with IPUL and others.
- Idaho's participation with IPUL (Idaho Parents Unlimited) is a positive step in the right direction.

Questions/Comments

- Beth – Referred to the [Handout: 2011 VA Special Education Parent Involvement Survey](#). Keith – it is almost a clone of Idaho's survey, but the Virginia survey also requests where parent is at. He thinks the child's age should be on it.
- Angela – Indicated collaboration is very important to ask right questions and to get better responses.
- Casey – Asked if we are talking about an overhaul of Idaho's survey.
- Keith – An overhaul would be nice, but it would involve \$. Demographic questions shouldn't be difficult.
- Casey – Because of postage costs of mailed surveys, it would be helpful to increase availability to computers and website links. Using the internet would increase response rates, it could be bi-lingual, and it could be in one dataset.
- Rich – Since we own our training clearing house, setup time would be minimal. The infrastructure is in place for single responses.
- Rich – Wants Dispute Resolution to be more proactive than reactive. Melanie Reese is looking at training modules for parents.
- Robin – Asked if explanations could be included on surveys to help people answer more accurately.
- Rich – Need to be clear about the survey design, and we would need OSEP's approval.
- Rich – Concerned about response rate in Idaho. Need to give parents a voice, besides Dispute Resolution. Would like to partner with IPUL and have services with ITC (Idaho Training Clearinghouse). Need recommendation from SEAP panel to move forward.
- Casey – Moved to make a recommendation to have SDE SPED collaborate with IPUL for development of an Indicator 8 survey to include the goals of (1) increasing response rate, (2) incorporating demographic information, (3) obtaining useful data for dissemination to districts as well as meeting SDE and OSEP requirements, and (4) exploring fiscal responsible data analysis options. Motion approved by panel.

Graduation Requirements *Alison Lowenthal, SDE SPED Secondary Transition Coordinator* College Entrance Exams for SWD

Handout: Graduation: College Entrance Exam Requirements

Handout: Guidance on SAT/ACCUPLACER Exams for Special Education Students

- Alison's Graduation handout was reviewed covering Idaho Graduation Requirements, College Entrance Exams, Exemptions to the College Exam Requirement, and Exemption Summary.
- Exemption Summary:

The decision to exempt a student on an IEP from the College Exam Requirement can occur:

 - After the College Board determines accommodations would give a non-reportable score (for students taking ISAT) or
 - When the IEP team decides the student will be exempt from this requirement (ONLY for students taking ISAT-Alt).

Questions/Comments

- Keith – Is there is a Q&A for parent? Alison – Yes, it is on the Assessment website, but it is not a hardcopy.
- Judy – Recommended this discussion be continued in the September meeting.
- Donna – Is there a plan for training teachers? Rich – Yes. Alison – There has been training for adult services with component similar to ISAT accommodation.
- Rich – Suggested there be a 30 minute training webinar on this subject for after school training.

Morning Overview; Jan. 2012 Meeting Summary

SEAP Executive Committee

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<ul style="list-style-type: none"> Jan. 2012 Meeting Summary reviewed. Robin moved to approve. Donna seconded motion. Minutes approved. 	
Annual Performance Report (APR)	Dr. Richard O'Dell, <i>SDE Quality Assurance & Reporting Coordinator</i>
Handout: Annual Performance Report Update There are 20 Indicators to collect and report on, except Indicator 6 - we only have to collect, but not report on. Slides covered were Indicators 1 - 11. Remaining slides not covered due to time restraint. Data collection platform is being rebuilt - due date June 30.	
Indicator 4: Suspensions and Expulsions <ul style="list-style-type: none"> 9 districts (11 cases) identified as possibly having a discrepancy in the rate of suspensions and expulsions of children with disabilities based on race/ethnicity. Richard would like stakeholder input on the change made to the calculation formula from e-formula to the state-level suspension/expulsion rate. 	
Indicator 7: Early Childhood Outcomes <ul style="list-style-type: none"> The number of kids is increasing. Keith – Asked how EC was tracked. Rich – ECT and data from schools. 	
Indicator 9: Disproportionality in Special Education <ul style="list-style-type: none"> E-formula is used in Indicator 9. 	
Formula Change <ul style="list-style-type: none"> Casey appreciated SDE keeping SEAP informed on the formula change. 	
Handout: Office of Dispute Resolution <ul style="list-style-type: none"> Richard referred to information in the Dispute Resolution handout from Melanie Reese. Slides reviewed: <i>Complaints 2011-2012</i> <i>DR Activity report 2008-2012</i> By using Facilitations, we are avoiding the expensive Hearings. 	
Nominations & Election of Executive Committee	<i>Judy Randleman, SEAP Chairperson</i>
<ul style="list-style-type: none"> Vice-Chairperson Amanda Holloway moves to Chairperson. Margaret Gross nominated Tom Falash for Vice-Chairperson. Tom Falash nominated Donna Farmer for Secretary. Casey made a motion to accept the nominations, and his motion was unanimously seconded and approved. 	
SEAP Executive Committee for 2012-2013: Chairperson Amanda Holloway Vice-Chairperson Tom Falash Secretary Donna Farmer	
SEAP Member Recruitment, Federal Requirements of Membership	<i>Judy Randleman, SEAP Chairperson</i>
<ul style="list-style-type: none"> SEAP applications are reviewed by the Executive Committee, recommendations made to SDE, and SDE approves them. Jodi Schilling's term is up; Tom Falash and Casey Moyer will continue for another term. Judy recommended a Special Education Director be on the SEAP panel. 	
Action Items <ul style="list-style-type: none"> Judy Randleman – Submit an application to stay on another year, representing private schools. Brian Darcy and Angela Lindig – Fill out an application prior to the Executive Committee meeting in June. Donna – Contact persons for charter school representation. Panel members – Find interested applicants. Send SEAP applications to Amanda Holloway prior to June 15. 	
2012-2013 Schedule, Action Items, Next Meeting Agenda Items	<i>Judy Randleman, SEAP Chairperson</i>
Action Items <ul style="list-style-type: none"> Panel members – Email agenda items for the September meeting to Amanda Holloway/entire panel. Rich – Begin a conversation with IPUL; research how 504 data is collected for the state; bring 2012-2013 items to the panel. Executive Committee – Set the all-panel meeting dates at the June Executive Committee meeting. Executive Committee – Review SEAP applications to recommend to SDE. 	
Public Input	<i>Judy Randleman, SEAP Chairperson</i>
There were no public attendees.	
Executive Committee – June meeting plans	<i>SEAP Executive Committee</i>
The Executive Committee Meeting was scheduled for Wednesday, June 13, 2012, 8:30 am – 3:30 pm at: Len B. Jordan Building Idaho State Department of Education Executive Conference Room, Second Floor 650 West State Street Boise, ID 83702	